CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/23**

Paper 2 **October/November 2024**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Assessment objectives

AO1

An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO3
An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

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Question	Answer	Marks
	OPTION A: NINETEENTH CENTURY TOPIC	
1(a)	**Study Sources A and B.** **How far would these two cartoonists have agreed with each other? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare the points of view of the cartoonists.** A – cartoonist wants to go to war to avenge the Maine and to free Cuba, in B the cartoonist wants to wait for proof about who was responsible for the sinking. **Level 5 (6–7 marks)** **Answers that compare big messages of the cartoons without getting to the points of view of the cartoonists.** e.g. A – the US is going to go to war, B the US needs proof before going to war yet. **Level 4 (5 marks)** **Answers that compare valid sub-messages of the cartoons.** **Level 3 (3–4 marks)** **Answers based on message/point of view of one of the cartoons** **OR** **On interpretation of both cartoons but no valid comparison.** **Level 2 (2 marks)** **Answers based on comparing the provenance of the sources.** **Level 1 (1 mark)** **Answers that compare surface details** **OR** **Answers that make plausible misinterpretation of the sources.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(b)	**Study Sources C and D.** **How far does Source C prove Source D is wrong? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare the claims about the sinking made in the sources and use purpose to evaluate at least one of them.** **Level 5 (7 marks)** **Answers that compare the claims about the sinking made in the sources and use contextual knowledge/cross-reference to other sources to evaluate at least one of them.** **Level 4 (6 marks)** **Answers based on agreements between the two sources AND on the fact that Source C does not address some of the claims in Source D.** **Level 3 (4–5 marks)** **Answers based on agreements between the two sources** **OR** **On the fact that Source C does not address some of the claims in Source D** **OR** **Answers that evaluate Source D but make no relevant use of Source C.** **Level 2 (2–3 marks)** **Answers based on undeveloped use of provenance OR answers in L3-6 that fail to address the issue of D being wrong.** **Level 1 (1 mark)** **Answers that attempt to address the question but fail to make a valid comparison or a valid use of provenance.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(c)	**Study Source E.** **Can Source E be trusted as evidence about the sinking of the Maine? Explain your answer using details of the source and your knowledge.** **Level 7 (8 marks)** **Explains the main message of E and evaluates the source using purpose.** **Level 6 (6–7 marks)** **Explains the main message of E and evaluates the source by use of cross reference, provenance or contextual knowledge.** **Level 5 (5 marks)** **Explain the main message of E and evaluates the source by use of its tone/language.** **Level 4 (4 marks)** **Evaluates details of E without addressing its main message.** **Level 3 (3 marks)** **Attempts to evaluate E through undeveloped use of provenance.** **Level 2 (2 marks)** **Identifies what in E can/cannot be trusted but no explanation** **OR** **Evaluates E but fails to address issue of whether it can be trusted.** **Level 1 (1 mark)** **Unsupported assertions.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
1(d)	**Study Source F.** **Is Source F surprising? Explain your answer using details of the source and your knowledge.** **Level 6 (6–7 marks)** **Contextual explanation of why main message in F is surprising given it is American.** **Level 5 (5 marks)** **Uses cross reference/contextual knowledge to explain why details in F are and are not surprising.** **Level 4 (4 marks)** **Uses cross reference/contextual knowledge to explain why details in F are or are not surprising.** **Level 3 (3 marks)** **Answers based on undeveloped use of provenance.** **Level 2 (2 marks)** **Answers that identify what is surprising but no explanation/Answers that analyse the source but fail to state whether surprised or not.** **Level 1 (1 mark)** **Answers based on everyday empathy.** **Level 0 (0 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
1(e)	**Study <u>all</u> the sources.** **How far do these sources provide convincing evidence that the Spanish blew up the Maine? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: A, C, E Not supporting: B, D, F **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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Question	Answer	Marks
	OPTION B: TWENTIETH CENTURY TOPIC	
2(a)	**Study Sources A and B.** **How far would these two cartoonists have agreed? Explain your answer using details of the sources and your knowledge.** **Level 6 (8 marks)** **Answers that compare the points of view of the cartoonists for similarity.** Cartoonists disapprove of Stalin in both for taking over countries. **Level 5 (6–7 marks)** **Answers that compare big messages of the cartoons without getting to the points of view of the cartoonists.** e.g. in both cartoons Stalin is taking over countries/taking freedom away from countries. **Level 4 (5 marks)** **Answers that compare valid sub-messages.** **Level 3 (3–4 marks)** **Answers based on message/point of view of one of the cartoons** **OR** **On interpretation of both cartoons but no valid comparison.** **Level 2 (2 marks)** **Answers based on comparing the provenance of the sources.** **Level 1 (1 mark)** **Answers that compare surface details** **OR** **Answers that make plausible misinterpretation of the sources.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(b)	**Study Sources C and D.** **How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.** **Level 6 (7–8 marks)** **Answers that compare the sources for differences/similarities over British attitudes towards the Soviets and evaluate at least one of the sources.** Evaluation can be in terms of purpose or using contextual knowledge/cross reference to explain there is/is not reason to be surprised. **Level 5 (6 marks)** **Answers that compare the sources and use the differences/similarities in British attitudes towards Soviets as a reason for why Source D is surprising/is not surprising.** **Level 4 (4–5 marks)** **Answers that compare differences in Soviet aims to explain surprise.** Award 5 if also evaluates source(s) to reach conclusion. **Level 3 (3 marks)** **Answers that use contextual knowledge/cross reference to explain why Source D is not surprising but there is no relevant use of Source C.** **Level 2 (2 marks)** **Answers that compare/analyse the sources appropriately but fail to state whether D is surprising** **OR** **Answers based on information in source but not in the other** **OR** **Identifies what is surprising but no explanation.** **Level 1 (1 mark)** **Answers that make assertions based on provenance** **OR** **Answers that attempt to compare the sources but make no valid comparison.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(c)	**Study Source E.** **How far can Khrushchev's account be trusted? Explain your answer using details of the source and your knowledge.** **Level 6 (7 marks)** **Evaluates Source E based on Khrushchev's purpose (contextual explanation of why he would want to distance himself from Stalin's decision making).** If no use of source content, award L3. **Level 5 (6 marks)** **Evaluates Source E based on Khrushchev's purpose (to justify Stalin's policies).** If no use of source content, award L3. **Level 4 (4–5 marks)** **Uses cross-reference/contextual knowledge to evaluate Khrushchev's central claim about the reason for Stalin's policies, that being the need for security.** **Level 3 (3 marks)** **Uses cross-reference/contextual knowledge to check details in Source E.** e.g. Stalin took an active interest in Eastern Europe. **Level 2 (2 marks)** **Undeveloped use of provenance** **OR** **Fails to address whether the account can be trusted.** **Level 1 (1 mark)** **Unsupported assertions/uncritical acceptance of what source says.** **Level 0 (0 marks)** **No creditable response.**	**7**

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Question	Answer	Marks
2(d)	**Study Source F.** **Why was this cartoon published at that time? Explain your answer using details of the source and your knowledge.** **Level 6 (8 marks)** **Answers that explain the purpose of publication in the context of events at the time.** **Level 5 (7 marks)** **Answers that explain the purpose of publication.** **Level 4 (5–6 marks)** **Answers that explain the big message of the cartoon as a reason for making it.** The Marshall Plan is designed to put all Europe under US control. **Level 3 (3–4 marks)** **Answers that explain the context as the reason for publication** **OR** **Answers that explain valid sub-message as a reason for publication.** e.g. The Marshall Plan would give the US control over France**.** **Level 2 (2 marks)** **Answers that explain the cartoon, its purpose, the context but not used as a reason for publishing it.** **Level 1 (1 mark)** **Answers describe surface features of the cartoon** **OR** **Plausible misinterpretation of the cartoon.** **Level 0 (0 marks)** **No creditable response.**	**8**

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Question	Answer	Marks
2(e)	**Study all the sources.** **How far do these sources provide convincing evidence that the Soviet Union was the aggressor in the early years of the Cold War? Use the sources to explain your answer.** Source use must be referenced by source letter, provenance or a quote. There must be use of source content and an explanation of how this supports/does not support the statement. **Level 4 (6–9 marks)** **Uses the sources to support AND reject the statement.** **Level 3 (3–5 marks)** **Uses the sources to support OR reject the statement.** Supporting: A, B, D Not supporting: C, E, F **Level 2 (2 marks)** **Uses the sources but fails to use them to test the statement.** **Level 1 (1 mark)** **Writes about the topic but no use of sources.** **Level 0 (0 marks)** **No creditable response.**	**9**

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